

**TEACHING AND LEARNING PREPOSITION OF PLACE
BY USING LISTENING GRID TECHNIQUE AT THE SECOND
SEMESTER OF THE SEVENTH GRADE STUDENTS OF MTs MA'ARIF
NU 27 BRAWIJAYA, LAMPUNG TIMUR IN
THE ACADEMIC YEAR OF
2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By

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2017/2018**

ABSTRACT

TEACHING AND LEARNING PREPOSITION OF PLACE BY USING LISTENING GRID TECHNIQUE AT MTS MAARIF NU 27 BRAWIJAYA IN THE SECOND SEMESTER IN THE ACADEMIC YEAR 2017/2018

By:

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There are some students faced difficulties in grammar especially preposition of place such as differentiate the preposition, understand the meaning of preposition of place especially polysemy of preposition, they also had the difficulties when translating the preposition from English into Indonesian. This research has been conducted to describe the process of teaching preposition of place by using listening grid technique, the problems faced by the teacher and the students in teaching preposition of place by using listening grid technique. Therefore, this thesis discusses Teaching and Learning Preposition of Place by Using Listening Grid Technique at the Seventh Grade in the Second Semester of MTs Maarif NU 27 Brawijaya Kabupaten Lampung Timur in the Academic Year of 2017/2018.

In this research, the methodology of the research was qualitative method in collecting and analyzing the data. The researcher used purposive sampling to choose the participants. Then the researcher chose the English teacher and the students of seventh grade of MTs Maarif NU 27 Brawijaya Kabupaten Lampung Timur as the participants of this research. In collecting the data, the researcher used triangulation technique. It consists of observation, interview, and questionnaire. To analyze the data, the researcher used three steps: data reduction, data display, concluding and verification of data.

The result of the research showed that listening grid is a good technique which can be implemented in the process of teaching and learning preposition of place. Listening grid can be implemented both by the teacher and the students. The result of the data shows that problems faced by the teacher during the teaching learning activity is the teacher can not handle the class because the over-crowded classes, the teacher also forgot to give the motivation to the students and had no coursebook that provide detailed explanation about preposition of place. On the other hand, the teacher follows all the procedures of listening grid technique in teaching preposition of place. As for the students, the main problems of the students in learning preposition of place are actually the low of the students' understanding the meaning, translating and differentiate the polysemy of preposition.

Keywords: Preposition of Place, Listening Grid Technique.



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DECLARATION

I hereby declare this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

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MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

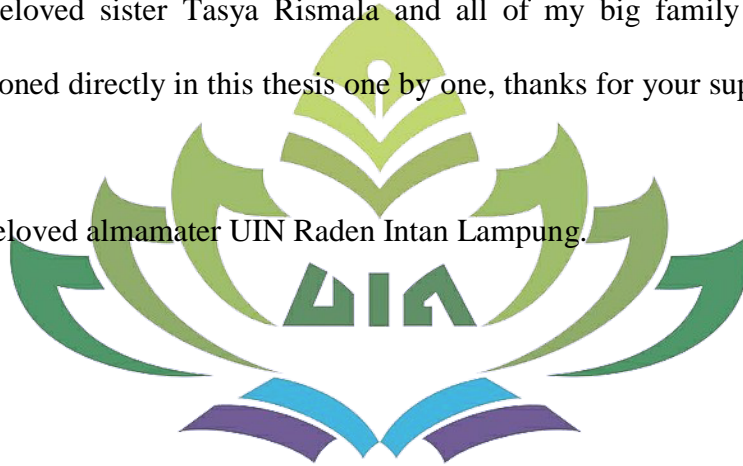
“He Who taught (The Use of) the pen, taught man that which He know no” (Al-Alaq: 4-5)



DEDICATION

Praise and gratitude to Allah almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

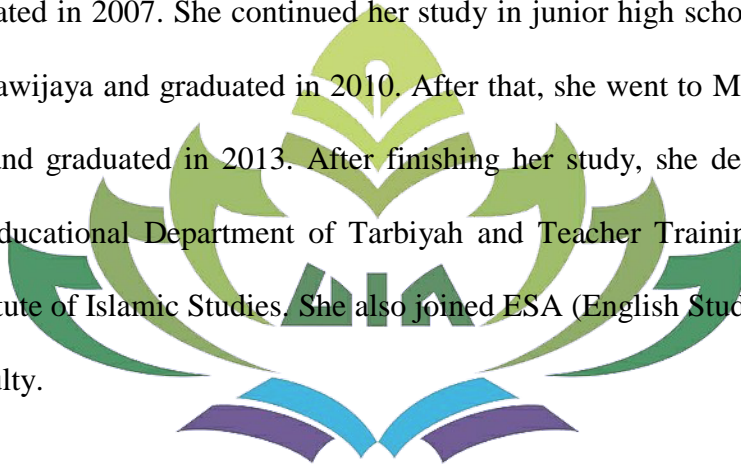
1. The greatest inspiration in my life is my beloved father Budiono and my beloved mother Sri Amiroh, for their endless love, support, patience, and guidance. May Allah almighty give love and devotion back within his never ending.
2. My beloved sister Tasya Rismala and all of my big family who can not be mentioned directly in this thesis one by one, thanks for your support and love for me.
3. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Indriani. She was born in Brawiaya on May 1st 1995. She is the first child of Budiono and Sri Amiroh. She has only one sisters named Tasya Rismala. She lives in Brawijaya, Kecamatan Sekampung Udik, Kabupaten Lampung Timur.

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Alhamdulillah, thanks to Allah the almighty, for the blessing, mercy and kindness. May *shalawat* and *salam* always be with prophet Muhammad who brings us from the darkness to the lightness. Due to him, this thesis entitled “Teaching and Learning Preposition of Place by Using Listening Grid Technique at the Seventh Grade of MTs Maarif NU 27 Brawijaya Kabupaten Lampung Timur in the Second Semester in the academic year of 2017/2018” is done as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, the University of Islamic Studies Raden Intan Lampung.

The researcher realizes that she cannot complete this thesis without some helps from the others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are a lot of weakness in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2018
The researcher,

Indriani
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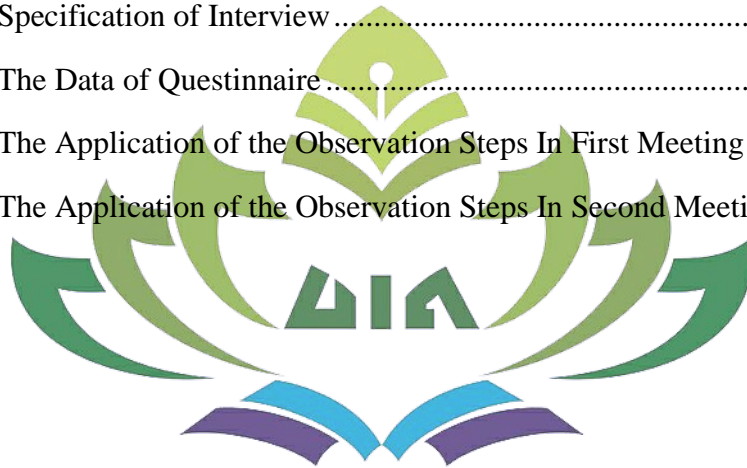
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CHAPTER I INTRODUCTION

A. Background of the Problem

Although English is not the language of the largest number of native or 'first' language speakers, it has become a *lingua franca*. A *lingua franca* can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language.¹ As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry of Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School.

In this modern era, learning English in the education world is one of important things because all countries use English as a communication tool as native language, a second language, and foreign language. In Indonesia, English is used as foreign language. Although as a foreign language, English must be learned by students or common people to help them in their activity.

¹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.1

English have four important basic skills they are listening, speaking, writing, and reading. All of those skills are important to learn, not only those skills other elements in English such as grammar, vocabulary, pronunciation are also important to learn.

One of difficult elements to be mastered is grammar. It is not easy to learn grammar, and it is not easy to teach grammar as well. Every languages especially English has its own rules. Grammar has great role on one's acquisition in English which is different from Indonesian language. The problem now is how far the students understand and can apply those rules.

As they know, English grammar has eight parts of speech namely, noun, pronoun, adverb, verb, adjective, conjunction, preposition, and interjection. As one of parts of speech, preposition is used in communication and preposition is a problem for most English learners that often get confused due to their insufficient knowledge of English students. Thomson and Martinet state in their book, the students have two main problems with preposition they have to know whether in any construction a preposition is required or not, and which preposition to use when one required.² Based on the explanation above, the researcher assumes that preposition is one of parts of speech that is important to be taught and learnt, and the fact is, many students still face problems in learning preposition.

Although in most school, English has been taught since the fourth grade of Elementary School, many students still face the problems in using prepositions, students still do not understand and cannot apply those rules of it. The preposition

² A.J.Thomson and A.V.Martinet. *A Practical English Grammar*, (London:Oxford University Press. 1985) p.64.

is a problem for most English learners that often make student confused. Unfortunately, many teachers still teach the students using a list of words and explanation of uses that can be boring as well as ineffective technique. For instance, many of them translate literally from Indonesian into English. For example “in” equals to *di dalam* “on” equals to *di atas*, “under” equals to *di bawah*, “behind” equals to *di belakang*, etc. this method really makes the students feel bored and sometimes make the students uninterested in their learning process.

Prepositions are same as other important materials, although in fact the students still find some difficulties in learning them. It happens because learning English preposition is not easy. That is the reason why the English teachers should be creative in developing the teaching learning activities in classroom and making class alive.

To comprehend English, especially grammar and its elements require the adjusted methods. As Freeman states, that method is way how to derive the subject that is taught and the appropriate method determines the succes of teaching. He also states, that the principles involve five aspects of second or foreign language teaching; the teacher, the learner, the learning process, and the teaching process, and the target language/culture. Taken together, the principles represent the theoritical frame work of the method. The techniques are the behavioral manifestation of the principles in other word, the classroom activities and procedures derived from an application of the principles.³ Based on the statement above, it can be concluded that method is important because it

³ Diane Larsen and Freeman, *Principles In Language Teaching*, (USA:Oxford University Press, 1986), p.xi

determines the success of teaching, and there are five aspects of the principles in teaching English as a foreign language. They are, the teacher, the learner, the learning process, and the teaching process, and the target language/culture.

There are many ways in teaching English that give solutions for teachers' problem. Exactly, they usually use the easiest and simplest method of their problem in teaching and learning process. Teachers can use various sources in teaching language. For instance, teaching language using tape recorders, pictures, flash cards and television. By using a suitable technique, the subject matter will be more interesting and the teaching learning process can be more effective and efficient, therefore the purpose of teaching can be achieved.

Based on the description above, the researcher assumes that learning English is important, because all countries use English as a tool of communication. In the other hand teaching English is not easy as well, here the selective and creative teacher in choosing techniques is needed in order to make the material easy to understand especially grammar and its elements. In this research the researcher only focuses on preposition of place one of grammar elements. Here the researcher chooses one of the technique, it is listening grid technique because the researcher considers that listening grid is an effective and helpful technique to motivate students in language learning especially prepositions.

Teaching preposition of place has been previously discussed by some researcher. Yaacob (2011) discusses about the use of I-face technique to teach

prepositions. From the result of the research was showed that the student's ability to learn prepositions of place have indeed improved.⁴

The technique of listening grid has been discussed by Fauziyah (2008) discusses about the effectiveness of teaching vocabulary using listening grid technique. From the result can be concluded that teaching vocabulary using listening grid technique is more effective than using translation method. It is because listening grid contains some pictures that is more interesting.⁵

Based on the discussion of previous studies, it can be concluded that teaching vocabulary by using listening grid technique is more effective. Thus in this research the researcher will focus in using the different variable, it is preposition of place.

Listening grid is a technique of listen and notice, where the teacher reads some sentences and student listen and notice it by thick the grid or table given by the teacher. According to Cameroon, it is important that the top line includes at least two instance of each object with a different location, so that pupils have to listen to the preposition in the sentences to know which box to tick: e.g. *the cup is on the chair/ the cup is under the chair*.⁶ In other word, listening grid serves several activities in class. They are, teacher reads sentences, then students have to listen it and thick the grid. It sounds as a simple technique and easy to apply, as

⁴ Nurulhusna Yaacob, *The Use of I-Face Technique to Teach Prepositions*, (Universiti Kebangsaan Malaysia: Faculty of Education 2011) p. 608

⁵ Indah Fauziyah, *The Effectiveness of Teaching Vocabulary Using Listening Grid Technique*, (Padang State University: Language and Art Faculty 2008) P. 56

⁶ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University press, 2001), p.114

the writer explained about, but in fact the writer found some students that still face difficulty in using it.

Based on the preliminary research done in MTs Maarif 27 Brawijaya Lampung Timur, it was found that teaching and learning preposition of place by using listening grid is applied there. From the interview and questionnaire, it was found that some students at seventh grade experienced difficulty in mastering preposition although the teacher had used listening grid. Some students still have problems in mastering preposition such as differentiate one preposition to other preposition. It is because the students did not learn English in their elementary school. Here is the students' achievement of preposition mastery at the seventh grade :

Table 1.1
Students' Score for Preposition in Seventh Grade Student of
MTs Maarif 27 Brawijaya Lampung Timur Academic Year
2017/2018.

No	Score	The Number of Students		
		7A	7B	Percentage
1	≥65	26	8	60.65%
2	<65	4	19	40.35%
Total		30	27	100%

Source: the document of the school.

From the table above, it can be known that achievement from many students at Mts Maarif 27 Brawijaya was still low. From the table above, it can be known that most students of class 7A have a good achievement because 26 students at class 7A have passed the minimum mastery criteria. For class 7B just a few part of students pass the minimum mastery criteria. It is only 8 students pass

the minimum mastery criteria, it means that there is a problem in the teaching and learning preposition of place through listening grid in class 7B. Based on the previous problem, research entitled teaching and learning preposition of place through listening grid technique at the second semester of the seventh grade of MTs 27 Brawjaya Lampung Timur in academic year of 2017/2018 will be conducted.

B. Identification of the Problem

Based on the background above, the researcher can identify the problems, as follows :

1. Many students still experienced difficulties in learning preposition of place although the teacher has used listening grid as a technique.
2. Many students' ability in using preposition of place is low although the teacher has used listening grid technique.

C. Limitation of the Problem

The limitation of the problem is the process of teaching and learning preposition of place using listening grid technique and the problem of teacher and students in teaching and learning preposition of place by using listening grid technique at MTs Maarif 27 Brawijaya at the second semester of seventh grade in the academic year of 2017/2018.

D. Formulation of the Problem

Based on the limitation above, researcher formulated the problem as follows :

1. How is the process of teaching and learning preposition of place by using listening grid technique at MTs Maarif 27 Brawijaya in the second semester of seventh grade in the academic year of 2017/2018?
2. What are teacher's problems in the process of teaching preposition of place by using listening grid technique at MTs Maarif 27 Brawijaya in the second semester of seventh grade in the academic year of 2017/2018?
3. What are students' problems in the process of learning preposition of place using listening grid technique at MTs Maarif 27 Brawijaya in the second semester of seventh grade in the academic year of 2017/2018?

E. Objective of the Research

Based on the formulation above, the objectives of research are :

1. To know and describe the process of teaching preposition of place by using listening grid technique at second semester of the seventh grade of MTs Maarif 27 Brawijaya in academic year of 2017/2018.
2. To know and describe teacher's problems in the process of teaching preposition of place by using listening grid technique at the second semester of the seventh grade of MTs Maarif 27 Brawijaya in academic year of 2017/2018.
3. To know and describe students' problem in the process of learning preposition of place by using listening grid technique at the second

semester of seventh grade of MTs Maarif 27 Brawijaya in academic year of 2017/2018.

F. Use of the research

The uses of the research are as follows :

1. For the teacher :

This research is expected to give information to the English teacher about teaching preposition of place by using listening grid technique.

2. For the student :

This research is expected can motivate the students to improve their learning quality.

3. For the other researcher :

The result of this research are expected to be a source of information for further research in preposition of place.

4. For the school :

It is expected that this research can provide useful input in improving the quality of learning in the school.

G. Scope of the research

1. Subject of the research

The subject of this research is the English teacher and the students at the MTs Maarif 27 Brawijaya in academic year of 2017/2018.

2. Object of the research

Objects of the research are listening grid technique, the teacher and students' ability in teaching and using preposition of place.

3. Place of the research

The research was conducted at MTs Maarif 27 Brawijaya.

4. Time of the research

The research was conducted at the second semester in the academic year of 2017/2018.



CHAPTER II LITERATURE REVIEW

A. Teaching English as a Foreign Language

English is an international language in the world it has a big influence in human life in the world. English has a very important position almost in every aspect of our life. According to Murcia the goal of teaching English as a second language or foreign language would be for the learning to gain the ability to communication in the target language.¹ Based on the statement it could be said that the students are expected to use or to communicate the language. Learning English as a foreign language refers to a conscious process of acquiring the language.

In learning English as a foreign language, it was very difficult because it has different characteristic from our mother tongue. Although students had study it for a long time but they were still low not only in speaking and writing but also in listening and reading.

Setiyadi stated that English is really a foreign language for language learners in indonesia.² It means that in indonesia, English is just learnt at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue. In this case, the teacher must be able to

¹ Marianne Celce Murcia, *Teaching English as a Second Language*, 3rd Edition (California: California Publisher, 1984), p.3

² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p. 32.

give motivation and the good ways in teaching to make students easy to understand the material.

The most important thing in teaching English as a foreign language is that the teacher was able to deliver the material clearly, happily, and carefully. The students would enjoy studying either in the classroom or outside the class. The teaching learning process should be run well and the students would get many opportunities to learn and improve their knowledge about English. It was also hoped that at the end of teaching English as a foreign language activities students would understand the subject that is taught.

In conclusion, teaching English as a foreign language is teaching the English language to the students with different first language. This process is not easy because students are expected to use or to communicate the language. In the other hand it is not simple in teaching foreign language as well, especially in Indonesia. Here the teachers are hopefully can transfer English subject in very simple and clearly also in fun and interesting way.

B. Teaching English Grammar

Grammar is an important part of language teaching. Because without grammar the sentences is not perfect. Grammar attems to explain why the following sentences were acceptable. It maens that every language had it own grammar that is different from other language. Brown states that grammar is a system of rules governing the conventional arrangment and relationship of word in a sentence.³ It means grammar itself contains many of structures and rules of arrangment of words in sentences that would be enable us to produce grammatical sentences.

According to Harmer, the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the language.⁴ It means that if people knew grammar well, they could know the classes of words, the function relations between sentences. In addition, language function is a first one tool communication which one communicate with writen and oral, it needs knowledge in grammar in order to know the meaning of sentence on the text.

From the theories above, the researcher can conclude that teaching English grammar is transferring the knowledge about the rule of English. It explained how to combine the words or a little bit of words in order to make something or meaningful sentences both writen and speaker. In the other hand grammar is one of the difficult skill in English because every language has it own grammar, and it is not work in the

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (Sanq Fransisco: Longman 2001)

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman 2001), P.12

same way. In this case, the creative teacher is needed in transferring English grammar clearly in very simple way so that students would easy to understand.

C. Preposition

1. Concept of Preposition

Knowing English prepositions is not enough for the students, they also have to understanding the meaning. Preposition, in fact are given a great deal of attention throughout the teaching process. They occur in all textbook for beginners in the very first lessons. As Greenbaum states that prepositions are closed class of item two units in a sentence and spesifying a relationship between them.⁵

According to Kolln a preposition followed by an object, which is usually a noun phrase. Prepositions are among the most common words in language.⁶ The statement above means that a word called preposition if it followed by object and noun phrase.

Another concept comes from Rodney, he states that preposition is traditionally defined as a word that indicates a relation between the noun or pronoun it governs and another word, which may be a verb, an adjective or another noun or pronoun.⁷ We can defined preposition as a word that has relation between noun and pronoun and other word such as verb, adjective etc.

⁵Sidney Greenbaum, *A student's Grammar of the English Language*, (London: Longman, 1990), p.188

⁶Martha Kolln at.all, *Understanding English Grammar*, (New jersey:pearson education, inc. 2006), p.24

⁷Rodney Huddleston, *Introduction to the Grammar English*, (Cambridge: Cambridge University Press, 1984), p.336

From those statements above the researcher concludes that a preposition is defined as a word that always followed by an object or noun phrase, preposition also indicates the relation between noun or pronoun and other word it can be verb or adjective.

2. Types of Preposition

There are many kinds of prepositions, some of them are the simplest in form. Many of them are monosyllabic such as in, on, at, by, up, from, down, into, before, after, behind, above, across, etc. according to Frank, the types of preposition can be divided into:

a) Preposition showing time

There are three kinds of prepositions that show the time, they are:

a. One point of time

1. On
2. At
3. In

a. Extended time.

These preposition showing that the actions starts at one point and beginning point ends at another (duration), are as follows:

1. Since
2. By
3. From-to

4. until,till
5. For
6. During
7. In or within

b. Sequences of Time

These prepositions showing events that follow one another, are as follows:

1. Before
2. After

Preposition of time may introduce not only adverbial prepositional phrases, as in those just given, but they may also introduce adjective phrases that modify nouns or pronouns. For example : The meeting on september 16 has been canceled.⁸

b) Prepositions showing the Direction

The kind of movement designed by each prepositions as follow:

1. To-from
2. Towards (s)
3. Away-from
4. In (to)-out of

⁸ Marcella Frank, *Modern English: A Practical Reference Guide*, (Englewood Cliffs, New Jersey: Prentice Hall,Inc, 1972) p.165

5. Up-down
6. Around
7. Through
8. Past (or by)
9. As far as (up to)⁹

c) Preposition showing position or place

Frank classify three kinds of preposition that show position or place are as follows:

a. The point itself

1. In or inside
2. On
3. At

After the verb arrive, at refers to a place smaller than a city or town- He has arrived *at* the airport (or the station, the library); *in* refers to a place larger than a city or town – He arrived *in* California (or Brazil, Europe). For a city *in* is more usual, but *at* may be used, especially in reference to traveling - the plane arrived *in* (or *at*) singapore an hour late.

b. Higher or lover than a point

1. Higher

⁹ Marcella Frank. Op cit. P. 168

1. Over
2. Above

This distinction between *over* and *above* is not always carefully observed

2. Lower
 1. Under
 2. Underneath
 3. Beneath
 4. Below
3. Neighboring the point
 1. Near
 2. Next to
 3. Alongside
 4. Beside
 5. Between
 6. Opposite



d) Polysemy of Prepositions

Prepositions are highly polysemous words. The traditional view considered that all the senses of a preposition were highly arbitrary and were not related to one another. Consequently, both dictionaries and grammars used to provide long lists of unrelated senses for each preposition and its possible uses in different contexts. And so the very same construction can mean differently depending on the context of use. For example, the preposition *at*, *on*, *in* in the following sentences:

1. Spatial/locative function.

They put the books (*at* the end of the shelf, *on* top of each other, *in* the center of the pile of papers, *in* a row, *on* the table, *in* the box).

2. Temporal function

He died (*at* 6:01, *at* dawn, *at* 6 on thu dot, *on* Sunday, *on* the 12th, *in* May, *in* summer, *in* 1897, *in* the 19th century)

3. Deictic function

When working, it's best to keep all necessary tools [*at* hand (distal), *on* hand, *in* hand (proximate)].

4. Institutional association function

She's (*in* the Physics Department, *on* the faculty, *at* MIT).

5. Pragmatic, summarizing function

- a. The man is {*at* risk, *at* peace, *at* ease}.

b. The man is {on drugs, on good behavior, on duty}.

c. The man is {in trouble, in custody, in pain}.¹⁰

3. Concept of Preposition of Place

As explained above, that preposition is the word that followed by an object or noun phrase, Here the researcher only foccused on preposition of place. prepositions of place shows the relationship between people, things and events. Prepositions can express relationships in space, answering the question ‘Where?’- He lived alone in a house **on** the edge of the village. Prepositions of place can also express many other kinds of relationships such as:

Purpose – *You bought to have a dog **for** company;*

Possession – *The other side **of** the garden;*

Result – *A verdict of death **from** drawing.*¹¹

Prepositions express a static position (*at, on, in, away from, off, out of, etc.*) or a movement in adirection (*to, towards, on (to), into, awayfrom, off, out of, etc.*). “To” usually means that the destination was achieved, whereas “towards” just implicates the direction. It is also important to know if the referent is a surface or something enclosing.¹² From the statement above we can interpret that preposition of place

¹⁰ Sally A. Rice, *Polysemy and Lexical Representation: The Case of Three English Prepositions*, (University of Alberta: Canada 1992) p. 4

¹¹ Inta Klasone, *Using pictures When Teaching Prepositions in English Lesson in the Forms 3 – 4*, (Liepaja University: Latvia, 2013) p.8

¹² Zuzana Epelde, *Teaching and Learning English Prepositional Constructions Through Activities and Games*, (Masaryk University, 2015) p.16

express a static position such as movement in direction. As Digby classifies preposition of place as follows:

1. We use *in* when we think of a place as three dimensional.

Ex: *Simon is **in** his room*

We also use *in* when we think of a place as an area.

Ex: *we went for a walk **in** the park*

2. We use *at* when we think a place as a point.

Ex: *i will meet you **at** the station.* (a meeting point)

3. We use *on* when we think of a place as a surface

Ex: *i will put this picture **on** the wall*

We also use *on* when we think of a place as a line.

Ex: *Memphis is **on** the Mississippi river*

4. With cities, towns, and villages, we use *at* when we think of the place as a point e.g. a point *on* a journey. For example: *our train stops **at** Brighton.* But we use *in* when we think of the place itself e.g. *he's got a flat **in** Milan.*

5. With buildings, we can often use *at* or *in*. She works *at/in* the post office. We normally prefer *at* when we think of the building quite generally as a place where something happens. E.g. *my brother is **at** university.* But we use *in* when we think of the building itself.

6. With addresses, we use *at* when we give the house number ; in British English, we use *in* when we just give the name of street. E.g. *i live **at** 42 East Street and*

*i live **in** east street.* We use *on* for the number of the floor eg. *I live in a flat **on** the first floor.*¹³

From the explanation above the researcher can conclude that prepositions of place shows the relationship between people, things and events which express a static position.

D. Listening Grid Technique

1. Concept of Listening Grid Technique

Listening grid is one of the whole techniques that supports students in learning grammar especially in learning preposition of place, listening grid is suitable technique that can be used by young learners or students in high school as Cameron states in her book that pupils listen to a sentences or to a connective piece of talk, e.g. a story or phone call, and complete a table or grid, they need to pay attention to the grammar aspect being taught.¹⁴ In the other word, it is called listening grid if pupils hear to some sentences given by the teacher and they complete the grid by tick the box, based on the clue that they heard.

Another concept comes from Bulut, he states that listening grid is actually a listen and notice activity, the students are expected to complete a table or a grid according to a text they listen to. The important point in such an activity is that the missing information should be the grammatical pattern or item that the teacher wants

¹³Digby Beaumont and Colin Granger, *English Grammar*, (Oxford: Heinemann, 1989), p.253.

¹⁴ Lynne Cameron. *Op cit.* p.116.

to be noticed by the students.¹⁵ In the other word listening grid is a technique that has active activity, because the students did active work, such as listening and then noticing in classroom, it also indirectly improve students' listening skill beside grammar.

Using listening grid technique is effective to practise students prepositions especially prepositions of place as Halliwell states that the children have to mark on a matrix or grid the information read out by the teacher.¹⁶ It means that listening grid is the technique to practise students prepositions, listening grid is consists of some box of object in different position. The top line includes at least two instances of each object with a different location, so that pupils have to listen to the prepositions in the sentences to know which box to tick: e.g. *The cup is **on** the chair/the cup is **under** he chair.*

From those statements above the researcher can make a conclusion that listening grid is a technique that support in teaching and learning preposition of place, which the activities are listening, noticing, ticking the box and complete the grid.

¹⁵ Irfan Bulut, *Description of Sequencing of Grammar Learning Activities in a Simple Coursebook: Spring 6*, (Istanbul University: Hasan Ali Yusel Faculty, 2011) p.74

¹⁶ Susan Halliwell, *Teaching English in the Primary Classroom*, (Longman: New York, 1992) p. 44

2. Advantage and Disadvantages Listening Grid Technique

Every methods and strategy have the advantages and disadvantages, listening grid technique is no exception. Listening grid technique has advantages and disadvantages that need to be known, they can be described as follows:

a) The Advantages

- 1) Cost down on cost
- 2) Make the students think hard
- 3) Support in teaching other material such as clothes and colours, people and places, times and activities etc.
- 4) Suitable for the core/main activity
- 5) Makes students quite happy.

b) The Disadvantages

- 1) Spend a long time when building up the example grid on the board.¹⁷

From the explanation above, it can be known that listening grid technique will cost down on cost, and also make the students think hard but in using listening grid technique in teaching and learning preposition of place is not easy, it will spend a long time when the teacher build up example of the grid on the board and students can fall asleep because of that.

¹⁷ ibid p.47

E. Concept Teaching and Learning Preposition of Place Using Listening Grid technique

Teaching preposition of place is clearly more than just presenting new preposition, teacher to be careful in teaching preposition, preposition is not simple material. Lindstromberg states that English prepositions are difficult because they have multiple usages and meanings in which the meanings are difficult to demonstrate or visualize.¹⁸ Another reason why prepositions are complicated for learners is that they are hard to define. It means that the teacher have mastery the preposition more than students, So if he/she want to teach they are must know the grammar of language and preposition that will transferring in learning and teaching process.

In teaching and learning process teachers have to create a fun element in the class such as using a game or interesting technique, so the students will not boring. One of the technique is listening grid technique. According to Bulut, listening grid is actually a listen and notice activity, the students are expected to complete a table or a grid according to a text they listen to. The important point in such an activity is that the missing information should be the grammatical pattern or item that the teacher wants to be noticed by the students.¹⁹ From the statements above, It can be said that

¹⁸ Lindstormberg and Seth, *English Preposition Explained*, (John Benjamin Publishing Company: Philadelphia, Revised Edition, 2010) p. 2

¹⁹ Irfan Bulut. *Op cit.* p.74.

listening grid is an active technique that make students think faster to guess which tabble/grid to thick.

According to the explanation above, it can be concluded that teaching and learning preposition of place should be supported by fun and interesting technique. Here the teachers need to be selective in choosing some techniques. One of interesting and suitable technique for teaching preposition of place is listening grid technique. By using listening grid technique students hopefully can get many new prepositions that will be useful to them in language learning and language use.

F. The Procedure in Teaching and Learning Preposition of Place by Using Listening Grid Technique

Halliwel sugested some procedures to apply lisening grid technique in the class are as follows:

1. First pre-check the various elements of the grid quickly and build up an example grid on the board. In this way, build up the complete grid pattern of cards on the board.
2. Draw the lines round the cards, and a board of grid is ready.
3. Make and read out some prepositional sentences and mark/thick in the appropriate box

Ex: teacher: “the cat is on the table”

4. Teacher do several example by herself, then ask children to come to the board to thick the appropriate squares.
5. Hand out the class grid/table
6. Rub out the checklist from the grid on the board and ask the students to listen carefully to the sentences read out by the teacher.
7. The students work by thick their own grid, according the sentences they listen to.

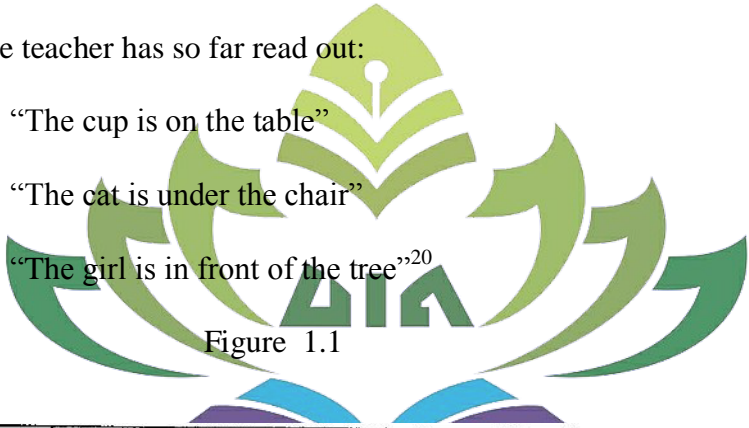
The teacher has so far read out:

“The cup is on the table”

“The cat is under the chair”

“The girl is in front of the tree”²⁰

Figure 1.1















								
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Figure 1.1 Listening Grid (Hallwell, Pearson Longman)

²⁰ Susan Halliwell. *Op Cit.* p.45

G. Teacher's Problems in Teaching Preposition of place

Teaching preposition of place is clearly more than just presenting new preposition, teacher to be careful in teaching preposition, preposition is not simple material because sometime the translation does not work in the same way. Lindstromberg states that English prepositions are difficult because they have multiple usages and meanings in which the meanings are difficult to demonstrate or visualize.²¹ Another reason why prepositions are complicated for learners is that they are hard to define. It means that the teacher have mastery the preposition more than students, So if he/she want to teach they are must know the grammar of language and preposition that will transferring in learning and teaching process. However, teachers's problems in teaching preposition of place can affects the outcomes of teaching learning preposition of place in the class. Acording to Al-Mekhlafi, some of the teacher's problems that might be arise in teaching grammar especially preposition are as follows:

1. Faulty method in teaching grammar

In teaching English grammar the students need to be taught grammar through various methodologies and approaches to cater to their individual styles of learning, and educators should consider students' attitudes and perceptions when making decisions about how to teach grammar.

2. EFL students perception about English grammar

²¹ Linstromberg and seth. *Op Cit.* p. 2

In the EFL context, as learners are not in a natural environment, that the process of grammar learning is more difficult. The problem will results to the students perception about how difficult English grammar is. This is a problem of English teacher in transfer English grammar.²²

3. Lack of written guide on how to use preposition

Many English course books have just a general overview of prepositions and do not provide specific rules on their usage. So most of the time important aspects of the acquisition of prepositions are not mentioned at all.²³

From the explanation above, it can be concluded that teaching preposition is not that simple, it is not just translating preposition from Indonesia to English but also how to use the preposition itself and the use of preposition in various context. Some problems may commonly coming by the teaching preposition of place such as, faulty method in teaching grammar, EFL student perception about how difficult is English grammar and lack of written guide on how to use preposition. All those problems should be solved by the teacher to make succesful teaching and learning.

4. Student's Problem in Learning Preposition of Place

Preposition has big contribution in supporting succesful of language use but it is not easy to learn preposition, as Zuzana states, prepositions are one of the most difficult parts of nearly every language since they cannot be literally translated or

²² Mohammed Al-Mekhlafi, *Difficulties in Teaching and Learning Grammar in an EFL Context*, Sultan Qaboos University: Collage of education, 2011) p.82

²³ Sphresa Delija and Ogerta Koruti, *Challenges in Teaching Preposition in a Language Classroom*, (Tirana University: foreign languages faculty, 2013) p.124

logically explained almost at all, and they work differently in every language.²⁴ It is means that preposition is one of difficult parts of every languages, and student can not learn it by only translating it from mother language to english. Students may have problems they include:

1. Polysemy of preposition

Prepositions have more than one meanings where different meanings change according to the context in which prepositions are used. This case often makes the students confuse to differenciate the meanings from one to the other prepositions.

2. Native language interference

Prepositions are often conceptually different from one language to the other, so when it comes to translating them EFL students face many difficulties.

3. Prepositions typically monosyllabic

English prepositions typically are short, single-syllable or two-syllable words that are seldom stressed when pronounced. They are often not articulated clearly or heard distinctly and are mostly written in lower case. This often makes the students difficulties in recognize preposition in oral speech.²⁵

From the theory above, it can be concluded that in learning preposition, the students may have some problems and difficulties such as translating the prepositions because prepositions are polysemous or have more than one meaning, other probems

²⁴ Zuzana Epelde. *Op Cit.* p.6

²⁵ Sphresa Delija and Ogerta Koruti. *Op cit.* p.125

in learning preposition also caused by different meaning from mother language to the target language (English). Students usually translate the preposition from first language to second language/English, it will caused error in using preposition. the last problem is monosyllabic prepositions, as a result, language learners may not be able to recognize prepositions in rapid, naturally occurring speech.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher used a qualitative research. Qualitative research is a research that produces descriptive data in the form of written words or oral from subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.¹ Statement above means that qualitative research serves the data in descriptive form.

Sugiono states in his book that qualitative research is naturalistic research method because the research did on natural setting.² It can be defined that in qualitative research, researcher just followed the schedule of school because in conduct the research, researcher can not make an own schedule. By this qualitative research, researcher focused on teaching and learning process using listening grid technique at second semester of seventh grade of MTs Maarif 27 Brawijaya in the academic year of 2017/2018

¹Bambang Setiyadi, *Metode Penelitian untuk Penelitian Bahasa Asing*, (Yogyakarta : Graha Ilmu 2006), p.219.

²Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung : Alfabeta, 2011),P.7

B. Research Subject.

In this research the researcher used purposive sampling technique. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.³ It means in this research, researcher chose the subject according to the need and purpose of the research.

In this research, the subject was the students of the second semester of the seventh grade of MTs Maarif 27 Brawijaya in the Academic Year of 2017/2018. There are two classes which consist of 57 students. In this research. The researcher take one class as the sample of this research and the data was obtained from the students of class 7B consist of 27 students as the sample is based on the data of students' achievement that has the lowest score for all classes. Here is the achievement of preposition mastery from each class at second semester of the seventh grade of MTs Maarif 27 Brawijaya Lampung Timur :

³Marguerite, Et.Al, *Methods in Educational Research: from Theory to Practice*,(San Francisco: Jassey-Bass, 2006), p.152

Table 2
Students' Score for Preposition in Seventh Grade Student of
MTs Maarif 27 Brawijaya Lampung Timur Academic Year 2017/2018.

No	Score	The Number of Students		
		7A	7B	Percentage
1	≥ 65	26	8	60.65%
2	< 65	4	19	40.35%
Total		30	27	100%

Source: the document of the school.

From the table above, it can be seen that student at seventh grade have a various achievement. The class that has low achievement is 7B and the class that has high achievement is 7A. In this research the researcher used class 7B as a sample of this research because class 7B has the lowest achievement so that it is possible for students to find difficulties in mastering preposition. It is appropriate with purposive sampling technique that has been explained. So, the sample represent the population, because the students in this class have low achievement compared to the other class. The researcher used class 7B class as the subject in this research, it consist of 27 students.

C. Data Collecting Technique

In this research, there are some steps that had applied with intention of gaining the data from the beginning until the end of the teaching and learning process. Therefore, in this research, the researcher was conducted the observation, questionnaire and interview to get of the data for this research. The steps are as follows:

1. Observation

Observation is a way of collecting data in the research which the researcher observes in the field. According to Sugiono, observation is collecting the data process, which in this reasearch the researcher observes the situation of teaching learning process in the class.⁴ Observation in this research was related to the process of teaching and learning preposition of place by using listening grid technique and the problems of both teacher and students in teaching and learning preposition of place by using listening grid techniuque which may arise in this research. Here the is an observer so, the researcher was not involved in the classroom directly in the classroom activity. The researcher made a note during the class. By using this instrument the researcher used specification as follows:

⁴Sugiono, Op.Cit, p.217

Table 3
Specification of Observation

Subject	Pointer (s)
Pre-activity	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher prepares the class 3. The teacher checks the students' attendance list 4. The teacher makes sure that the students prepare the book related to the material 5. The teacher makes sure there is no more student's activity in addition to follow the material 6. The teacher reviews the recent material
Main-activity	<ol style="list-style-type: none"> 7. The teacher gives the example of grid on the board 8. The teacher explains about the example of grid on the board to the students 9. The teacher guides several of the students to demonstrate the rules of using listening grid technique 10. The teacher guides the students to ask about the the structures of preposition of place 11. The teacher asks to the students to work inividually 12. The teacher gives the table/grid contains preposition of place to the students 13. The teacher reads out the sentences containing preposition of place 14. The teacher asks the students listen the teacher and thick the right grid relates to the sentences reads by the teacher 15. The teacher gives the students task related to the preposition of place.
Post-activity	<ol style="list-style-type: none"> 16. The teacher gives the opportunities to the students to conclude the materials 17. The teacher gives the students the homework 18. The teacher gives the clue to the students about the material that will be teach in the next meeting 19. The teacher greets the students
Teacher's problems	<ol style="list-style-type: none"> 20. Questioning whether the teacher combine the listening grid technique with other interesting technique or not 21. Questioning whether the teacher follow all the procedure of the technique or not 22. Questioning whether the teacher give a motivation to the students that learning grammar or not 23. Questioning whether the teacher giving the explanation about his/her perception about English grammar or not

	<p>24. Questioning whether the teacher using the standard book that provide the preposition of place and its rule or not</p> <p>25. Questioning whether the teacher using the other coursebook beside the standard book that provide the detailed explanation about the preposition of place and it's rules or not</p>
Student's problem	<p>26. Questioning whether the students interest to the lesson or not</p> <p>27. Questioning whether the students face difficulty in differentiate polysemous preposition or not</p> <p>28. Questioning whether the students face difficulties in understanding the meanings of polysemous prepositions or not</p> <p>29. Questioning whether the students face difficulties in translating preposition of place to their mother language or not</p> <p>30. Questioning whether the students get difficulties to recognize the preposition of place in oral speech or not</p> <p>31. Questioning whether the students get the difficulties to understand the preposition when they listen to the native speaker or not</p>

2. Questionnaire

The researcher gave questionnaire to the students. According to Hendri, questionnaire is printed from the data including the questions or statements to which the objects are expected to respond.⁵ In order to support the data, the direct relationship between the researcher and the subject was needed to get some information. The researcher gave the questionnaire to the students is to know the further opinions and to know the aspect that may influence the students' learning process and confirm the answers given by their teacher. From collecting data through questionnaire, the researcher will find out that the students response towards the teaching and learning process. Meanwhile the interviews grills are as follows:

Table4
Specification of Questionnaire

⁵Jhon Hendri. *Merancang Kuesioner Research Pemasaran*. [Http://Www.Stm.Kuesioner Riset Pemasaran Universitas Guna Darma.edu.pdf](http://Www.Stm.Kuesioner Riset Pemasaran Universitas Guna Darma.edu.pdf). accessed on October 22 2017 p.1

No	Components of Questionnaire		Number of Time
1	To know students' opinion about listening grid technique		6 items
	1	Is listening grid technique helps you in learning preposition of place?	
	2	Is listening grid technique helps you differenciate one preposition to other preposition especially polysemous prepositions?	
	3	Is listening grid technique helps you understand the meaniings of polysemous prepositions?	
	4	Is listening grid technique helps you to translate the preposition of place from English to Indonesian?	
	5	Is listening grid technique helps you recognize the preposition sentence in oral speech?	
	6	Is listening grid technique helps you understand the preposition sentence spoken by the other person or the native speaker?	
2	To know Students' problem in learning preposition of place		6 items
	7	Do you face the difficulties in learning preposition of place by using listening grid technique?	
	8	Do you face the difficulties in differenciate one preposition to other preposition especially the olysemous preposition?	
	9	Do you face the difficulties n understanding the preposition and its meanings especially the polysemous preposition?	
	10	do you face difficulties in translating the English preposition to indonesian?	
	11	Do you face difficulties in recognize the preposition in oral speech?	
	12	Do you face difficulties in understanding the preposition spoken by the other person or the native speaker?	

3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint contraction of meaning about a particular topic. Interviewing provides the writer a mean to gain a deeper understanding of how the participant interpret a situation or phenomena that can be

gained through observation.⁶ In order to collect the data, the researcher interviews the teacher. The teacher asked about their opinions of the activity process including problems faced in the use of listening grid technique in teaching and learning preposition of place. Meanwhile the interviews grills are as follows:

Table 5
Specification of Interview

No	Component of Interview	Number of Time
1	To know the general process of English teaching learning activity.	7 items
	1 Do you motivate the students before opening the class?	
	2 How do you evaluate the students?	
	3 You had use listening grid technique, is listening grid technique can improve the students' preposition of place?	
	4 Are the students active in learning preposition of place using listening grid technique?	
	5 Do the students feel comfort in learning preposition of place by using listening grid technique?	
	6 Do you always use the suitable method or combine with other suitable method in teaching preposition of place?	
	7 Could you explain the teaching and learning process, in teaching preposition of place by using listening grid technique in the class?	
2	To know the teacher's problems in teaching preposition of place by using listening grid technique.	3 items
	8 What are the problems that you faced in teaching preposition of place by using listening grid technique?	
	9 Do you use the course book that provide the detail explanation of preposition of place, and the guide of how to use preposition of place?	
	10 From those seven steps in teaching preposition of place by using listening grid technique, which one the step that most difficult for you?	

⁶S7ugiono, Op.Cit, p.226

D. Research procedures

The procedure of research that was used as follows:

1. The researcher found the population and the sample. The researcher will chosen the school and the sample of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process was conducted.
3. After teaching and learning process finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher Interviewed the teacher to know her opinion referring to the material and the activity.
5. Analysing the data and making the report.

E. Trustworthiness of the Data

According to Setiyadi, Basic principle of reliability is consistency, qualitative research is also always tried to keep the data collected remains consistens. as validity is a researcher always try to keep the data must be authentic, life overview of research subjects in an honest and balance.⁷ The method commonly used to improve the validity and reliability in qualitative research is triangulation, triangulation as a merger of two or more methods in collecting the data. The usefulness of triangulation is to enrich the data and or make more accurate conclusion. According to Setiyadi, there are several kinds of triangulation as follows:

1. Time Triangulation

⁷Bambang Setiyadi, *Op.Cit*, p.30 – 31.

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection in order to be able to use different places for similar data.

3. Theory triangulation

Researcher collected the data based on different theories.

4. Method triangulation

Researcher use different methods for collecting similar data

5. Researcher triangulation

Collect data for the same or similar, can be done by several researchers.⁸

Based on the theory above, the researcher used method triangulation because in this research, researcher used different kind of methods in order to gaining the data. The uses of triangulation are to enrich the data and make more accurate and clear conclusion. So in qualitative research the triangulation is important because if the researcher wants to get more clear conclusion, the researcher should have strong data

F. Data Analysis

⁸*Ibid*, p.31-32.

Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.⁹ These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹⁰ In this research, the researcher selected the data derived from observation on teaching and learning process, interview to the teacher and questionnaire to the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first

⁹Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.12.

¹⁰*Ibid*, p.10.

discovered during the initial process of data reduction.¹¹ Some activities in analyzing the data that was done by the researcher in data display are:

a. Gaining the information about the Process of teaching and learning.

In this step, the researcher conducted three methods in gaining the information of teaching and learning process. By noting in the observation sheet, interview the teacher and giving questionnaire to the students in order to know how is the process of teaching and learning preposition of place by using listening grid technique. By observing the class, interviewing the teacher and giving questionnaire to the students the researcher would know how is the process of teaching and learning preposition of place by using listening grid technique.

b. Gaining the information about teachers' problems in teaching process

In this step, the researcher conducted two methods in gaining the information about teachers' problems in teaching process. First is observation and second is interview in order to get information about what are the teacher's problems in teaching preposition of place by using listening grid technique by noting the observation sheet and asking some question. By observing the teaching and learning process and interviewing the teacher, This step was conducted to know teacher's problems in teaching preposition of place by using listening grid technique.

c. Gaining the information about students' problems in learning process

¹¹*Ibid*,p.11.

In this step, the researcher conducted two methods in gaining the information about students' problems in learning process. First is by observing the teaching and learning process and second is giving questionnaire to the students. This step was conducted to know the information about what are the students' problem in learning preposition of place by using listening grid technique. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.¹² In this step, the researcher drew the conclusion and verify the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher got the conclusion about teaching and learning preposition of place by using listening

¹²*Ibid*, p.11.

grid technique at the second semester of the seventh grade of Mts Maarif 27
Brawijaya.



CHAPTER IV RESULT AND DISCUSSION

A. Research Implementation

The research was conducted to know the process of using listening grid technique in teaching and learning preposition of place and problem faced by the teacher and the students at MTs Maarif NU 27 Brawijaya Lampung Timur from May 21st to May 26th 2018.

The research was done by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning preposition of place by using listening grid technique and the problem faced by the teacher and the students in teaching and learning preposition of place. The second instrument is questionnaire, it was used to know the students' problems in learning preposition of place by using listening grid technique and to confirm the data got in observation and the third instrument is interview, it was used to know the problem in teaching preposition of place by using listening grid technique faced by the teacher and also to confirm the data got in observation.

In the observation, the teacher and the students were observed in the process of teaching and learning preposition of place by using listening grid technique and also condition or the class's atmosphere during teaching and learning process. Then, the teacher was interviewed to find out the problems and cause of problems faced by the teacher in teaching preposition of place by using listening grid technique. The next instrument was questionnaire. The student's questionnaire was given after teaching

and learning process, questionnaire was aimed to find out the students' problem in learning preposition of place by using listening grid technique and to confirm the data gained from observation. Moreover, the additional data was collected such as school profile history and the condition of the school, the students and the teacher.

B. Data Analysis

The research was conducted to the seventh grade students at the second semester of MTs Maarif NU 27 Brawijaya in the academic year 2017/2018. The research was conducted from May 21st to May 26th 2018. In this research, the date was included or planned schedules of work as follows:

1. On May 21st 2018, The headmaster was met and got permission to do research at MTs Maarif NU 27 Brawijaya.
2. On May 22nd 2018, The English teacher was met to discuss the lesson plan and also asked about time schedule of English class.
3. On May 23rd 2018, The observation was conducted in the class.
4. On May 24th 2018, The second observation was conducted in the class.
5. On May 25th 2018, The teacher was interviewed.
6. On May 26th 2018, The questionnaire was given to students.

After collecting the data, the researcher analyzed the data which were collected from observation, interview, and questionnaire. According to Miles and Huberman, there

are three major phrases of data analysis, they are: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.¹ In this research, the researcher collected the data by using three intrumets they are: observation, interview, and questionnaire.

a. Whole Data

In the whole data, the researcher provided all of the result of process in teaching and learning preposition of place by using listening grid technique, teacher's problem and students' problem in teaching and learning preposition of place by using listening grid technique based on the research collected by using observation, interview and questionnaire as instruments. The process of teaching and learning preposition of place by using listening grid technique would be explained based on the research collected by using observation. In the other hand, the teachers' problem in teaching preposition of place by using listening grid technique would be explained based on the result of observation and interview. Moreover, the students' problems in learning preposition of place by using listening grid technique would be explained based on the result of observation and questionnaire.

¹ Matthew B.Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), P.12

1) The Process of Teaching and Learning Preposition of Place by Using Listening Grid Technique

The researcher employed an observation (see appendix 9-10). The observation was conducted to know the process of teaching and learning preposition of place by using listening grid technique which was conducted in two meetings. Every meeting has the same activities and the same material, but different theme. In the first meeting, the teacher conducted pre-activity, main-activity and close activity. The second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning preposition of place by using listening grid technique. The result of observation has been identified as described below.

In the first meeting the process of teaching and learning preposition of place by using listening grid technique were as follows:

a. Pre-activity

The first meeting was held on on May 23rd 2018 at 08.00 to 09.30 a.m, before teaching learning was done, teacher had prepared the materials, the class was opened with greeting that was responded by all students. After that, the teacher make sure that the students ready to the learning activity. After that the teacher checked attendant list by calling the students one by one to built good relationship with the students before starting the lesson and built the students' knowledge about the lesson.

b. Main Activity

The teacher gave the example of the technique by sticks eight picture cards on the top of a board and four picture cards on the left of the board and draw lines on the board along the pictures until it looks like a big grid/table. After made a big grid the teacher start to explain to the students about the rule of how to use the listening grid technique.

After those activity the teacher guided the students work individually to check their understanding. Then, the teacher gave the table/grid contains preposition of place to the students, and the students had to thick the right grid based on the preposition sentences read out by the teacher. In this activity the students had to pay attantion and listen carefully to the preposition sentences read out by the teacher in order to thick the right grid.

After all activities above, the teacher asked the students to work in pair to make a short dialogue according the preposition of place they thicked before. After students finished their dialogue, they started to practice the dialogue with their peer in front of the class.

c. Post activities

This activity was done at the end of the lesson which can be in the form of summarizing and following up activities. The teacher checked students' understanding about the lesson. Then, the teacher guided the students to make conclusion about the material that they learn. Then, the teacher closed the lesson by greets the students.

In the second meeting the process of teaching and learning preposition of place by using listening grid technique were as follows:

a. Pre-activity

The second meeting was held on May 24th 2018 at 09.30 to 11.00 a.m, the activities were not too different from the first session. In this research, the teacher tried to change in the teaching learning process to make the students more interest about the lesson. Firstly, the teacher greeted the students and checked the attendance list. The teacher reviewed the previous lesson.

b. Main activity

In the main activity, the teacher reviewed and reminded about last material. The teacher continue give a grid to the students, and the students thick the right grid according the sentences read out by the teacher. But in this time the sentences switched by the teacher. In this meeting the teacher gave different theme. The teacher asked the students to make some groups, then they were guided by the teacher to made a recount text according to the preposition of place they thick/checklist before. Then the teacher asks one of the students from each groups to read the recount text in front of the class.

c. Post activity

In the post activity, the teacher gave a feedback and guide the students to make conclusion about the material that they learnt. Then, the teacher closed the lesson by greets the students.

2) Teacher's Problem in Teaching Preposition of Place by Using Listening Grid Technique

Teacher's problem in teaching preposition of place by using listening grid technique was identified by using two instruments. They were observations and interview.

a) Observation

Based on the observation the researcher got some data to know teacher's problem in teaching preposition of place by using listening grid technique. The researcher observation checklist is to know whether teacher applied all of the steps in teaching preposition of place by using listening grid technique based on the theory or not. Before the teacher begun the lesson, she has been prepared the material in the process of teaching the teacher did some parts of teaching. There are pre activity, main activity and post activity. In the main activity the teacher explained about the structure, the kinds and how to use preposition of place. The teacher gave the example and explanation to the students about listening grid technique. She also asks the students to practice using listening grid technique in front of the class. So far, the teacher had applied the step of teaching preposition of place by using listening grid

technique based on the theory. The teacher also corrected the students' mistakes in the process of learning. For all that, the teacher had some difficulties in teaching preposition of place by using listening grid technique. The teacher looked difficult to handle the class because the class became noisy because of the students.

b) Interview

To support the data of the observation the researcher used interview as instrument to know the teacher's problem in teaching preposition of place by using listening grid technique. The process of teaching preposition of place by using listening grid technique was running well although the situation of the class was little bit noisy. The teacher's difficulties in teaching preposition of place by using listening grid technique were to calm and handle the students' activities. Especially the step when the teacher focus in making a big grid on the whiteboard that spent so much time and make the teacher lose the control to the students. It caused the students bored of waiting the grid ready and then they became busy with their own activity and it made class noisy. The last problem was the teacher had not used the guidebook that provide the detailed explanation about preposition of place, she only use LKS as the guidebook of teaching activity.

3) Students' Problems in Learning Preposition of Place by Using Listening Grid Technique

Students' problems in learning preposition of place by using listening grid technique was identified by using two instruments. There were observation and questionnaire.

a) Observation

By using observation the researcher acquired the data of students' problems in learning preposition of place by using listening grid technique.

The point of observation was students' problems that consisted of five points of observation that investigated the students' problems in learning preposition of place. The first point is about differentiate the polysemous preposition. In this case the students face difficulties to differentiate one preposition to other preposition. The second is about the meaning of polysemous preposition. Students look confuse to differentiate the meanings of preposition of place although the teacher had explain. They always ask the teacher about the meanings of preposition especially the polysemous preposition. The third is translating the preposition. It is no easy as we thought that every students can translate all the preposition. The fact was different, they always ask to the teacher and their friends about the meaning of the preposition although the teacher had explain. It was shown especially when they had to come forward and tick the grid, they look so confuse which grid they had to tick although the teacher had mention the preposition sentences clearly. The forth is recognizing preposition of place in oral speech. In this point many of the students can deal with it.

It shown when they had to come forward with their partner to practice the dialogue containing preposition, most of them had no problem in recognizing preposition in oral speech. As long, they look fluently although there were some students still face difficulties but the teacher always correct their pronouciation when they got difficulties. And the last is the difficulties to understand the preposition when they listen to the other person. In this point the students look confuse in understanding the preposition of place by hearing to the other person. It shown when they had to tick the right grid based on the preposition sentences they listen to the teacher. They continously ask the teacher to repeat the sentences.

b) Questionnaire

The questionnaire is a multiple choice questionnaire that consisted of twelve questions (see appendix 3). The first until sixth uestions were to know the students' opinions in learning preposition of place by using listening grid technique. The seventh until twelve questions were employed to know the students problems in learning preposition of place by using listening grid technique.

The first question of the questionnaire was used to know whether listening grid technique can help the students in learning preposition of place or not. Based on the answer of the question, it was found that there were 20 students (74%) answered that listening grid technique help them in learning preposition of place and there were 7 students (26%) answered that the technique does not help them in learning preposition.

The second question of the questionnaire was used to know whether the listening grid technique can help the students to differentiate the polysemous preposition or not. Based on the answer of the question, it was found that there were 10 students (37%) answered that listening grid technique help them in learning polysemous preposition and there were 17 students (63%) answered that the technique does not help them in learning polysemous preposition.

The third question of the questionnaire was used to know whether the listening grid technique can help the students to understand the meaning of preposition of place or not. Based on the answer of the question, it was found that there were 12 students (45%) answered that listening grid technique help them to understand the meaning of preposition of place and there were 15 students (55%) answered that the technique does not help them to understand the meaning of preposition of place.

The fourth question of the questionnaire was used to know whether the listening grid technique can help the students to translate the english preposition into indonesian or not. Based on the answer of the question, it was found that there were 10 students (37%) answered that listening grid technique help them to translate the english preposition into indonesian and there were 17 students (63%) answered that the technique does not help them to translate the english preposition into indonesian.

The fifth question of the questionnaire was used to know whether the listening grid technique can help the students to recognize the prepositions in oral speech or not. Based on the answer of the question, it was found that there were 20 students (74%) answered that listening grid technique help them to to recognize the

prepositions in oral speech. and there were 7 students (26%) answered that the technique does not help them to recognize the prepositions in oral speech.

The sixth question of the questionnaire was used to know whether the listening grid technique can help the students to understand the preposition spoken by other person or not. Based on the answer of the question, it was found that there were 9 students (34%) answered that listening grid technique help them to understand the preposition spoken by other person and there were 18 students (66%) answered that the technique does not help them to understand the preposition spoken by other person.

The seventh question of the questionnaire was used to know the student's problems in learning preposition of place by using listening grid technique. Based on the answer of the question, it was found that there were 16 students (60%) answered that they face the difficulties in learning preposition of place by using listening grid technique and there were 11 students (40%) answered that they did not face the difficulties in learning preposition of place by using listening grid technique.

The eight question of the questionnaire was used to know whether the students face the difficulties in differentiate one to other preposition or not. Based on the answer of the question, it was found that there were 18 students (66%) answered that they face the difficulties in differentiate one to other preposition by using listening grid technique and there were 9 students (34%) answered that they did not face the difficulties in in differentiate one to other preposition.

The ninth question of the questionnaire was used to know whether the students face the difficulties in understanding the meaning of the polysemous preposition or not. Based on the answer of the question, it was found that there were 17 students (63%) answered that they face the difficulties in understanding the meaning of the polysemous preposition by using listening grid technique and there were 10 students (37%) answered that they did not face the difficulties in understanding the meaning of the polysemous preposition.

The tenth question of the questionnaire was used to know whether the students face the difficulties to translate english preposition into indonesian or not. Based on the answer of the question, it was found that there were 14 students (52%) answered that they face the difficulties to translate english preposition into indonesian and there were 13 students (48%) answered that they did not face the difficulties to translate english preposition into indonesian.

The eleventh question of the questionnaire was used to know whether the students face the difficulties to recognize the preposition in oral speech or not. Based on the answer of the question, it was found that there were 7 students (26%) answered that they face the difficulties to recognize the preposition in oral speech and there were 20 students (74%) answered that they did not face the difficulties to recognize the preposition in oral speech.

The twelfth question of the questionnaire was used to know whether the students face the difficulties in understanding the preposition spoken by other person or not. Based on the answer of the question, it was found that there were 18 students (66%)

answered that they face the difficulties in understanding the preposition spoken by other person and there were 9 students (34%) answered that they did not face the difficulties in understanding the preposition spoken by other person. It can be seen in the table of the questionnaire, the result are as follows:

Table 6
The Data of Questionnaire

Number of Questions	Number of Students Answer		Percentages	
	Yes	No	Yes	No
1	20	7	72%	26%
2	10	17	37%	63%
3	12	15	45%	55%
4	10	17	37%	63%
5	20	7	74%	26%
6	9	18	34%	66%
7	16	11	60%	40%
8	18	9	66%	34%
9	17	10	63%	37%
10	14	13	52%	48%
11	7	20	26%	74%
12	18	9	66%	34%

Source: Recapitulation of student's answer sheet from the questionnaire

Based on the questionnaire filled by the students, the researcher could describe as follows:

The result of questionnaire, the researcher can conclude that the students' problems in learning preposition of place by using listening grid technique were they had difficulties in differentiate and understand the polysemous prepositions, translate the prepositions from English to Indonesian, recognize the prepositions in oral speech, and the difficulties to understand the preposition they listen to the other person.

b. Data Reduce

In the data reduced, the researcher provided some data which was reduced. The data were process of teaching and learning preposition of place by using listening grid technique which can be identified by using observation check list.

1) Process of Teaching and Learning Preposition of Place by Using Listening Grid Technique

The observation was conduct to know the process of teaching and learning preposition of place by using listening grid technique which was conduct in two meetings. The researcher only observed the process of teaching and learning preposition of place by using listening grid technique, the students' and teacher's problems during teaching and learning preposition of place by using listening grid technique.

The researcher reduced some parts of the result in observation to get the specific data which is necessary in the research. The teacher applied all steps, in the first and second meeting which was consisted of pre-activity, main activity and post activity or closing. Moreover there were two other components of observation sheet that would be reduced, they were; teacher's problem in teaching preposition of place and the students's problems in learning preposition of place.

a. The process

1. Pre activities

In this part of teaching learning process the researcher reduced some data which was not necessary in the research. the data reduced was about the

teacher greets the students, the teacher prepares before the class, the teacher checks the students attendance list and teacher review the recent materials.

2. Main activity

In this main process of teaching learning process there is no data reduced because all data in main activity was related to the research.

3. Post activity

In this closing process the researcher reduced some data which was not necessary in the research. the data reduced was about, the teacher asks the students to conclude the materials, the teacher gave the clue to the students about the next material would be taught and the teacher greets the students.

2) Teachers' Problem In Teaching Preposition of Place by Using Listening Grid Technique

Teacher's problem in teaching preposition of place by using listening grid technique was identified by using two instruments. They were observation and interview. Here is the data reduction of teacher's problem in teaching preposition of place by using listening grid technique based on the observation.

a. Observation

In the element of the observation checklist there two data reduced, first it was about combining the listening grid technique with the other technique. In this case the teacher did not combine with other technique. Because the listening grid technique no need to combine with the other technique. The second data was about the technique procedure followed by the teacher. In this case the teacher follow all the procedures of listening grid technique.

b. Interview

To support the data of the observation, the researcher had employed an interview to the teacher to investigate the problems faced by teacher during teaching preposition of place by using listening grid technique. There were two data reduced, the first is about the teacher's evaluation to the students. The teacher gave homework to the students to evaluate them. The second was about whether the teacher combine the listening grid technique with other technique or not. In this case the teacher follow all the procedure of the technique, and not categorized as the teacher's problem.

3) Students' Problems In Learning Preposition of Place by Using Listening Grid Technique

Students' problems in learning preposition of place by using listening grid technique was identified by using two instruments. They were observation and questionnaire.

a. Observation

By using observation the researcher acquired the data of students' problem in learning preposition of place by using listening grid technique. The students' problems points of observation consisted of five points of observation that investigated the students' problems in learning preposition of place. Based on five points of observation, there was two data reduced, the first was about the students got difficulties in recognize the preposition in oral speech. Because the students were not face the difficulties in recognized the preposition of place in oral speech. The students speak the preposition fluently when they practice the dialogue with their pair in front of the class. And the second was about the students' interest to the lesson. In this data, the students were interested to the lesson it shown by their enthusiasm in learning process although some of them look lazy.

b. Questionnaire

The researcher also employed questionnaire to support the observation data. There are two data reduced the data were the question number 5 and 11. Those two numbers of questionnaire were asking about whether the technique helps the students to recognize the preposition in oral speech or not and problem in recognize the preposition in oral speech, and from the result of the questionnaire number 5 20 students (74%) from 27 students answer that listening grid technique helps them learning the preposition of place. And the question number 11 the same number of the students answer they did not face the difficulties to recognize the preposition in oral speech.

Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis display can be an extended piece of text or a diagram, graph, chart, table or matrix that provide a new way of arranging thinking about the more textually embedded data at the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.² In this step, the researcher drew the table based on each instrument.

a. Process of Teaching preposition of place by using listening grid technique

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings.

1) The first meeting

The observation consisted of three points. It was held to investigate whether the application of the twenty two steps applied by the teacher or not. There were seven steps in teaching preposition of place by using listening grid technique.

Table 7
The Application of the Observation Steps In First Meeting

	NO	ASPECTS	YES	NO	EXPLANATION
A	process : planning, doing, and evaluation.				
		Pre activities			
	1	Does the teacher greets the student?	√		In this activity the teacher greets the students, some students respons aloud to show their enthusiasm.

² *Ibid*, P.11

	2	Does the teacher motivate the students?		√	In this activity the teacher forgot to give the motivation.
	2	Does the teacher prepares before the class?	√		In this activity the teacher prepare the material, media/tools that will be used in teaching activity.
	3	Does the teacher checks the student's attendance list?	√		In this activity the teacher checks the students' attendance list to know who's come to the class and who's not.
	4	Does the teacher makes sure that the students prepare the book related to the material?		√	
	5	Does the teacher makes sure there is no more student's activity in addition to follow the material?	√		In this activity the teacher asks to the students to not chatting with their friends, and follow the class.
	6	Does the teacher review the recent material?		√	
		Main activities			
	7	Does the teacher give the example of grid on the board?	√		In this activity the teacher stick at least eight picture card on the top of the board and four on the left side. after that the teacher draw lines along them.
	8	Does the teacher explain about the example of grid on the board to the students?	√		After finished the grid the teacher explain to the student about how to use the listening grid technique.

9	Does the teacher guide several of the students to demonstrate the rules of using listening grid technique?	√		In this activity the teacher asks the students to practice by come forward and thick the right grid according the sentences read out by the teacher they listen to.
10	Does the teacher guide the students to ask about the the structures of preposition of place?	√		In this activity the student ask about the structures of the preposition of place and the teacher explain it.
11	Does the teacher ask to the students to work inividually?	√		In this activity the students work individually to check their understanding.
12	Does the teacher give the table/grid contains preposition of place to the students?	√		In this activity the students had to thick the right grid based on the preposition sentences the listen to.
13	Does the teacher read out the sentences containing preposition of place?	√		In this activity the students had to pay attantion and listen carefully to the preposition sentences read out by the teacher in order to thick the right grid.
14	Does the teacher ask the students listen the teacher and thick the right grid relates to the sentences reads by the teacher?	√		In this activity the teacher ask to the student to pay attantion about the preposition sentences that she reads.
15	Does the teacher ask the students to work in pair?	√		In this activity the teacher ask the students to work in pair in order to make a dialogue.

16	Does the teacher guide the students to make short dialogue about the preposition of place according the grid they thick before?	√		In this activity the teacher guide the students to make a short diaogue and come forward with their peer.
17	Does the teacher ask the students to come in front of the class with their partner and show their dialogue that they arrange before?	√		In this activity the students show their dialogue they arrage before to show their pronounciation in preposition of place.
	Post activities			
19	Does the teacher give the opportunities to the students to conclude the materials?	√		In this activity one of the students were selected to conclude the material.
20	Does the teacher give the students the homework?	√		
21	Does the teacher give the clue to the students about the material that will be teach in the next meeting?	√		
22	Does the teacher greets the students?	√		In thsis activity the teacher greets the class to close the class.

The next point of the observation was teacher's problems that consisted of three basic points of observation that has reduced by the researcher and resulted two teacher's problems in teaching preposition of place they were:

1. The first point was about gave the motivation in learning grammar especially preposition to the students. In this case the teacher often forgot to give the motivation about grammar to the students.
2. The second point was about the standart book in teaching preposition of place. In this case the teacher only use LKS as a coursebook that there was no detailed explanation about grammar.

The last point of observation was students' problems that consisted of four basic points of observation that investigated the students' problems in learning preposition of place they were:

1. The first point was about polysemous preposition, in this case the students face the difficulties in differenciate and translate the preposition especially polysemous preposition. They always ask the teacher about the meaning of preposition, although the teacher had explained it.
2. The second point was about difficulty to translate the english preposition to their mother language. It was shown when they always ask to the teacher about the meaning of preposition in order to complete the grid.
3. The third was about recognizing preposition of place in oral speech. In this point many of the students can deal with it. It shown when they had to come forward with their partner to practice the dialogue containing preposition, most of them had no problem in recognizing preposition in oral speech. As long, they look fluently although there were some students still face

difficulties but the teacher always correct their pronouciation when they got difficulties.

4. And the last is the difficulties to understand the preposition when they listen to the other person. In this point the students look confuse in understanding the preposition of place by hearing to the other person. It shown when they had to tick the right grid based on the preposition sentences they listen to the teacher. They continously ask the teacher to repeat the sentences.

2) The second meeting

The observation in the second meeting was same as the first meeting that consisted of three points. The first point the process of teaching and learning activity that consisted of twenty one of observation about application twenty two steps. The explanation of the application of those twenty two steps, can bee seen in the table below:

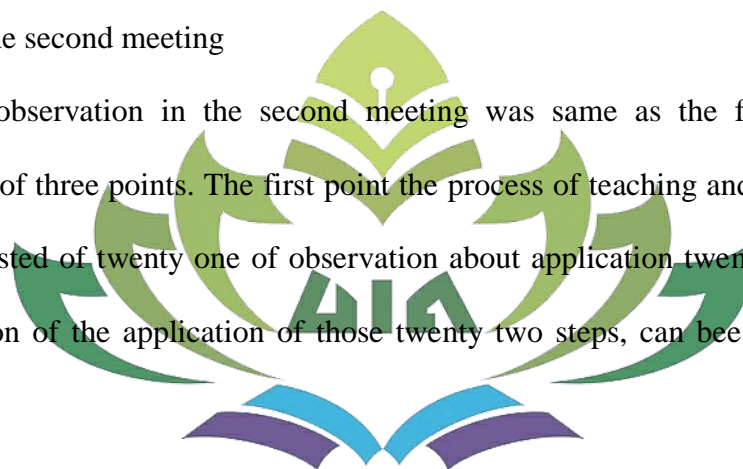


Table 8
The Application of the Observation Steps In Second Meeting

	NO	ASPECTS	YES	NO	EXPLANATION
A	process : planning, doing, and evaluation.				
		Pre activities			
	1	Does the teacher greets the student?	√		In this activity the teacher greets the students, some students respons aloud to show their enthusiasm.
	2	Does the teacher motivate the students?		√	In this activity the teacher forgot to motivate the students.
	3	Does the teacher prepares the class?	√		In this activity the techer prepare the material,

					media/tools that will be used in teaching activity.
4	Does the teacher check the student's attendance list?	√			In this activity the teacher checks the students' attendance list to know who's come to the class and who's not.
5	Does the teacher make sure that the students prepare the book related to the material?		√		
6	Does the teacher make sure there is no more student's activity in addition to following the material?	√			In this activity the teacher asks the students to not chat with their friends, and follow the class.
7	Does the teacher review the recent material?	√			
	Main activities				
8	Does the teacher give the example of grid on the board?	√			In this activity the teacher sticks at least eight picture cards on the top of the board and four on the left side. After that the teacher draws lines along them.
9	Does the teacher explain about the example of grid on the board to the students?	√			After finishing the grid the teacher explains to the student about how to use the listening grid technique.
10	Does the teacher guide several of the students to demonstrate the rules of using listening grid technique?	√			In this activity the teacher asks the students to practice by come forward and tick the right grid according to the sentences read out by the teacher they listen to.

11	Does the teacher guide the students to ask about the the structures of preposition of place?	√		In this activity the student ask about the structures of the preposition of place and the teacher explain it.
12	Does the teacher ask to the students to work individually?	√		In this activity the students work individually to check their understanding.
13	Does the teacher give the table/grid contains preposition of place to the students?	√		In his activity the students had to thick the right grid based on the preposition sentences the listen to.
14	Does the teacher read out the sentences containing preposition of place?	√		In his activity the students had to pay attantion and listen carefully to the preposition sentences read out by the teacher in order to thick the right grid.
16	Does the teacher ask the students listen the teacher and thick the right grid relates to the sentences reads by the teacher?	√		In this activity the teacher ask to the student to pay attantion about the preposition sentences that she reads.
17	Does the teacher ask the students to work in groubs?	√		In this activity
18	Does the teacher guide the students to make recount text contains the preposition of place according the grid they thick before?	√		In this activity the teacher guide the students to make a recount text according the preposition of place they thic before .
19	Does the teacher ask one of the students from each groub to come in front of the class and reads the text that they arrange before?	√		In this activity the teacher choose one student of the groub to read the recount text aloud.

		Post activities			
	20	Does the teacher give the opportunities to the students to conclude the materials?	√		In this activity one of the students were selected to conclude the material.
	21	Does the teacher give the students the homework?		√	
	22	Does the teacher give the clue to the students about the material that will be teach in the next meeting?		√	
	23	Does the teacher greets the students?	√		In thsis activity the teacher greets the class to close the class.

Based on the observation of process teaching and learning preposition of place by using listening grid technique, it can be concluded that the using listening grid technique in teaching and learning preposition of place was easy to implement by the teacher. but, the students' condition did not support to use this technique in teaching and learning process, the problems faced by the students are as follows:

1. The students had difficulties in differenciate English preposition of place especially the pollysemous preposition.
2. The students had difficulties to translate the polysemous prepositions.
3. The students had difficulties in ranslating english preposition of place into Indonesia.

4. And the difficulties to understand the preposition when they listen to the other person.

Besides the problems that was faced by the students, there were problems which was faced by the teacher that appeared in teaching and learning process they are:

1. The teacher could not control the class well, because some of the students were busy with their own activity like chatting when they were bored. It made the class became noisy.
2. The teacher sometime forgot to gave the motivation, so the students was lack of motivation.
3. And the last problem, the teacher had not used the detailed explanation coursebook and only use LKS as the guidebook.

b. The Teacher's Problems During Teaching Preposition of Place by Using Listening Grid Technique

To support data of observation, the researcher employed an interview. The interview was given to English teacher. The interview was indented to find out the teacher's opinions about the activity in teaching and learning process, the teacher and students' problems in teaching and learning preposition of place by using listening grid technique.

Based on result of interview, the teacher believed that listening grid was good and simple technique in teaching preposition of place. But, in interview activity the teacher expressed that there were many problems in teaching and learning preposition

of place by using listening grid technique. There were ten questions that the researcher asked to the teacher about teaching and learning process and problems faced by teacher (see appendix 12 the question and answer of interview).³

By considering the data gained from interview strengthen by the observation, it was showed that actually listening grid technique is a good technique to be applied in teaching preposition of place for junior high school, but in fact from condition of students, they were still had difficulties in understand the meaning of polysemous preposition, translating the preposition from english to indonesia, and also they had difficulties in understand by listen preposition from the other. So, the teacher faced some difficulties in teaching and learning process. Based on result of interview, the researcher concluded that the problems that faced by the teacher in teaching preposition of place by using listening grid technique as follows:

1. The teacher forgot to gave motivation to the students before she started the lesson.
2. The teacher only use LKS as a guidebook, it means she was not using the other coursebook provide the detilled explanation about preposition of place.
3. The teacher has the the difficulties in handling the crowded class, and sometime lose control to the students because when the class became noisy her voice can not heard.

³ Interview to teacher, Mrs.Supriati, S.Pd, on , Friday, May Brawijaya..

c. The Student's Problems During Learning Preposition of Place by Using Listening Grid Technique

Based on the questionnaire which has seventeen questions filled by the students in page 177, the researcher could describe that the students response was varied (see appendix 11). However the researcher found that the students had some problems in learning preposition of place by using listening grid technique of MTs Maarif NU 27 Brawijaya Kabupaten Lampung Timur. It is looked from the data as follow:

The first point of questionnaire was to know the students' opinion about using listening grid technique consisted of six questions. And the second point of questionnaire was to know the students' problems in learning preposition of place by using listening grid technique consisted of six questions.

From the table (see appendix 11), it shows in the first point of questionnaire consists of six question that asking about the student's opinion about effectiveness of listening grid technique. In this point of questionnaire most of the students answered (No) for the questions, which means that listening grid technique was still less effective in learning preposition of place. And the second point of the questionnaire number 7-12 that asking about the problems that the students face in learning preposition of place by using listening grid technique. Which the results were most of the students answered (Yes) for the questions, it means that there are many of the problems and obstacles faced by the students.

Based on the data showing in data reduction, this part of the data were going to be identified and displayed the result of students' problems in learning preposition of

place by using listening grid technique. Questionnaire was conducted to support the observation data.

Based on the data questionnaire field by the students, could be described that the students had problems in learning preposition of place by using listening grid technique. They are as follows:

- 1) The students face difficulty in differentiate one preposition to other preposition especially the polysemous preposition.
- 2) The students had the difficulty in understanding the meaning of preposition especially the polysemous preposition.
- 3) The students had the difficulty to translate the preposition from english into indonesian.
- 4) The students were confused in understand the preposition spoken by other person.

c. Conclusion Drawing/ Verification

The discussion in findings were divided into three parts: the process of teaching and learning preposition of place by using listening grid technique, the teacher's problems in teaching preposition of place by using listening grid technique, and students' problems in learning preposition of place by using listening grid technique.

a. Process Of Teaching And Learning Preposition of Place By Using Listening Grid Technique

Teaching and learning was done on two meetings in class VII B. The material was preposition of place which the skill is speaking. The process was as follows:

1. The teacher run all the steps of teaching preposition of place by using listening grid technique based on the theory.
2. The researcher employed observation checklist during the process of teaching and learning in the first and second meeting.
3. Then interviewed the teacher to know the teachers' opinion and problems during the teaching process.
4. After that the researcher gave the questionnaire to the students to know the students opinion and problems during the learning process.
5. The researcher also documented the process of teaching and learning.

b. Teacher's Problems In Teaching Writing Descriptive Text By Using Guided Writing Technique

Based on review of related to literature, there were some problems faced by the teacher, Those problems were as follows:

1. Faulty method in teaching grammar
2. EFL students perception about english
3. Lack of written guide on how to use prepositions

Based on the result of interview and observation, it can be concluded that the problems faced by the teacher in teaching preposition of place by using listening grid technique they are:

1. The other problem is the teacher forgot to gave the motivation to the students.

This problem results to the students perception about how difficult English

grammar is. Then it made them lazy in learning and it results the difficulties to the teacher to handle.

2. The last problem was the teacher only use LKS as a guide book in teaching preposition of place without using othe coursebook that provide the detailed explanation in using prepositions.
3. The teacher has the the difficulties in handling the crowded class, and sometime lose control to the students because when the class became noisy her voice can not heard.

c. Students' Problems In Learning Preposition of Place By Using Listening grid Technique

Based on review of related to literature, there were some problems faced by the students. The problems were as follows:

1. The students got difficulties in differentiate and understand the polysemous preposition. In this case the students face the difficulties in differentiate and undersanding the meaning of preposition especially the polysemous preposition.
2. Native language interference. The students had the difficulties in translate the english preposition into indonesian.
3. Monosyllabic preposition. In this case the reasearcher found that the students were not having the problem in recognize the preposition in oral speech. It is shown by their performance when they had to came in front of the class to practice the dialogue, they speak fluently especially the preposition of place.

d. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process teaching and learning preposition of place by using listening grid technique, the teacher's problem in teaching preposition of place by using listening grid technique, the students' problem in learning preposition of place by using listening grid technique produced by the participants of seventh grade students of MTs Maarif NU 27 Brawijaya in the second semester in the academic year 2017/2018 that had been observed.

1. Process of Teaching and Learning Preposition of Place by Using listening grid Technique

Teaching preposition of place by using listening grid technique could help the students in learning preposition. According to Halliwell listening grid has several advantages such as cost down on cost, it make the students think hard, support in teaching other materials, suitable for the main activity, and it can make the students happy.⁴ It means that teaching by using listening grid is not only help in teaching process but also interesting, but in this research the teaching learning process by using listening grid technique was still less effective and not maximal.

In this research the researcher found the problems in teaching learning preposition of place by using listenng grid technique. Teaching learning process was done in two meeting, the classroom atmosphere in teaching and learning preposition of place by

⁴Susan Halliwell, *Teaching English in the Primary Classroom*, (Longman: New York, 1992) p. 44

using listening grid technique are the students looked active in learning preposition of place by using listening grid technique, but sometime the students become noisy in learning preposition of place by using listening grid technique. This research was conducted in three methods. They are observing the teacher, interviewing the teacher and giving questionnaire to the students. From the data gained through observation, the researcher assumed that the teaching learning process especially preposition of place by using listening grid technique was still less effective and not maximal, the teacher had some difficulties in teaching preposition of place by listening grid technique. The teacher looked difficult to handle the class because of the students were noisy. The result of the interview also showed that teacher had some problems in teaching preposition of place by using listening grid technique. The teacher believes that listening grid technique is a good technique for teaching preposition of place. On the continuous, in the teaching learning process by using listening grid technique was still less effective and not maximal. The result of questionnaire showed that students had some problems in learning preposition of place by using listening grid technique. The students had difficulties in differentiate and understand the meaning of preposition especially polysemous preposition, difficulty in translate the english preposition into indonesian and difficulty to understand the preposition they heard from other person.

From the data gained through observation, the researcher assumed that the teaching and learning process especially preposition of place by using listening grid technique was not well. Even more there were many obstacles faced by teacher and

students that made the teaching learning process by using listening grid technique was still less effective and not maximal. It did not give the big influence for the teaching and learning process.

2. Teacher's Problem In Teaching Preposition of Place by Using listening grid Technique

Having conducted the research, the researcher found the teacher's problems during applying listening grid technique in teaching preposition at MTs Maarif NU 27 Brawijaya. Based on the result of observation and interview report, the researcher took some conclusion about teacher's problem in teaching preposition of place by using listening grid technique.

Based on data of observation supported by interview, the researcher found that the teacher had difficulties if the students did not understand about the lesson using listening grid in the classroom. The teacher had difficulties building students' motivation, when the students feel that grammar is quite difficult. It was supported by Mekhlafi that said one the problems of teaching grammar especially preposition is students lack ability and lack motivation.⁵ (see appendix 9-10 observation checklist).

The second problem faced by teacher based on the result of the data in interview the teacher often lose the control to the class and it made the class noisy especially when the teacher sticks the picture cards one by one and draw lines along them on the board, this step spent so much time and the teacher lose the control to the students,

⁵ Mohammed Al-Mekhlafi, *Difficulties in Teaching and Learning Grammar in an EFL Context*, Sultan Qaboos University: Collage of education, 2011) p.82

and the students became so noisy because they bored waiting the example of grid ready, then when the class became noisy the teachers' voice could not heard by the students and it results a crowded class. And this problem of the teacher was not related to the theory in chapter two, this problem was naturally appeared in the class.

The last teachers' problem that might be appeared in teaching preposition according to Delija was about lack of written guide on how to use preposition. Many English course books have just a general overview of prepositions and do not provide specific rules on their usage. So most of the time important aspects of the acquisition of prepositions are not mentioned at all.⁶ And based on the result of the research the researcher was found that the teacher only use LKS as a guidebook and not using the other course book. As we known that using LKS only does not enough in teaching grammar especially preposition because LKS does not provide the detailed information and guides about the use of preposition.

3. Students' Problems In Learning Preposition of Place by Using Listening grid Technique

The researcher employed observation and questionnaire to know the students' problems in learning preposition of place by using listening grid technique. Having conducted the research, the researcher found the problems of students in learning preposition of place by using listening grid technique at MTs Maarif NU 27 Brawijaya.

⁶ Sphresa Delija and Ogerta Koruti, *Challenges in Teaching Preposition in a Language Classroom*, (Tirana University: foreign languages faculty, 2013) p.124

There were some problems faced by the students in learning preposition of place according to Zuzana, they were; polysemy of preposition, native language interference and monosyllabic preposition.⁷ Based on the result of the research the problems faced by the students in learning preposition of place were the students faced the difficulties in differentiate and undersanding the meaning of preposition especially the polysemous preposition. The students had the difficulties in translate the english preposition into indonesian.



⁷ Zuzana Epelde, *Teaching and Learning English Prepositional Constructions Through Activities and Games*, (Masaryk University, 2015) p.16

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having discussion the result of the research, it can be concluded that:

1. The process of teaching and learning by using listening grid technique was not running well because there were many obstacle faced by both the teacher and the students. Although there were many of obstacle faced by teacher and the students the listening grid technique is a good technique which is usefull and suitable with the students' age. It can be implemented in teaching and learning preposition of place. Listening grid technique was not only easy to be implemented by teacher and students, but also it can increase the student's interest, although sometime the students were become noisy.
2. The teacher sometime can not handle the class because the students made the class noisy especially when the teacher sticks the picture cards one by one and draw lines along them on the board, this step spent so much time and the teacher lose the control to the students, the students became so noisy because they bored waiting the example of grid ready, then when the class became noisy the teachers' voice could not heard by the students and it results a crowded class. This problem of the teacher was not related to the theory in chapter two, this problem was naturally appeared in the class.
3. The students' problems in learning preposition of place by using listening grid technique were the students faced the difficulties in differenciate and

undersanding the meaning of preposition especially the polysemous preposition.

And The students had the difficulties in translate the english preposition into indonesian.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestion as follows:

1. Suggestion for the Teacher

- a. The teacher should monitor the students' activity well to decrease the crowded classroom. Especially when the teacher made the example grid on the board that spent the time, the teacher can devided the foccus not only in making an example of grid but also to her students.
- b. The teacher should give the motivation to the students before and after the class in order to built the relationship to the students. A good motivation can also give a support to the students in learning hard english grammar especially preposition of place.
- c. The teacher should add more coursebook that provide the detiled explanation about preposition of place, do not only using LKS as a coursebook.

2. Suggestion for the Students

- a. The students should be more manage time to learn preposition of place by using listening grid technique. The students had to listen carefully while the teacher read out the preposition sentences and do not waste the time and failed to complete thicking the grid because the teacher only repeat the sentences once.

- b. The students should pay attention to the sentences read out by the teacher in order to complete thicking the grid and not doing the other activity during learning by using listening grid technique.
- c. The students should be more active and confident and do not felt shy and afraid of making mistake in learning preposition of place by using listening grid technique.



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